DOCUMENT RESUME

ED 231 424 JC 830 230

TITLE Strategic Issues: Priorities for the Future.
INSTITUTION Alamo Community Coll. District, San Antonio, TX.
PUB DATE Mar 83
NOTE 16p.
PUB TYPE Viewpoints (120) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Planning; Community Colleges; Curriculum Development; Educational Finance; Enrollment Trends; *Financial Support; Futures (of Society); *Long Range Planning; Multicampus Districts; Population Trends; Student Characteristics; Teacher Characteristics; Two Year Colleges

ABSTRACT

Strategic priorities for the Alamo Community College District (ACCD) are identified based on conclusions drawn by the ACCD Community Advisory Council from studies of: (1) Bexar County population characteristics and trends; (2) community economic and social priorities; (3) college enrollment potential; (4) needs and characteristics of the ACCD's students and faculty; and (5) financial resources and alternatives. Part 1 of the paper summarizes study findings, providing an overview of the present status of Bexar County and San Antonio in terms of population trends and growth activity, demography, economic development, social issues, and the quality of life. Study findings are also reviewed concerning the characteristics of students, faculty, programs, space, facilities, and finances in the ACCD. Part 2 focuses on the challenges that will confront the District over the coming years in the areas of human resources; program directions in high technology, developmental education, health careers, hospitality management, and military educational needs; space and facilities on existing and additional campuses; financial considerations such as proportional contributions of revenue, faculty and staff salaries, improved efficiency, and expansion of the ACCD's tax base. Finally, part 3 presents strategic recommendations in relation to the maintenance and expansion of resources and a suggested sequence of events. (HB)

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ALAMO COMMUNITY COLLEGE DISTRICT

STRATEGIC ISSUES: PRIORITIES FOR THE FUTURE

March, 1983

JC 830 230

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ALAMO COMMUNITY COLLEGE DISTRICT

STRATEGIC ISSUES: PRIORITIES FOR THE FUTURE

INTRODUCTION

A series of position papers, developed to support the Alamo Community College District's strategic planning process, has presented data and interpretive discussion concerning five major topics: (1) Bexar County population characteristics and trends; (2) community economic and social priorities; (3) college enrollment potential; (4) needs and characteristics of the District's students and faculty; and (5) financial resources and alternatives. In turn, the members of the ACCD Community Advisory Council have responded to each of those position papers, both in written form and through group discussions. Copies of the papers have been placed on reserve in the libraries at San Antonio College and St. Philip's College.

The purpose of this final paper is to integrate and summarize the most salient data and the interim conclusions drawn from the responses of the Advisory Council and then to identify the strategic issues which have "risen to the surface" during the course of the Council's work. The format for the paper will consist of (1) a summary assessment of the present status of the community (as it interfaces with the community colleges) and of the college District itself; (2) a discussion of the implications of that assessment for the ACCD; and (3) a final section delineating the emergent strategic issues which now require a thoughtful, timely, and far-sighted response.

Part 1

ASSESSMENT OF PRESENT STATUS: THE COMMUNITY AND THE COMMUNITY COLLEGES

BEXAR COUNTY AND SAN ANTONIO

Population and Growth Activity. During the period from 1970 to 1980, the population of Bexar County increased 19.1%. and a further 20% increase is anticipated by 1990. The areas of most substantial growth have been in the 1200 and 1800 census tract sections, in the County's northeast and northwest quadrants, respectively. In light of commercial and residential development projects currently proposed or underway, that geographic trend is expected to persist. Some geographical balance in the growth picture may be maintained by planned development in the central city area.

Demographic Characteristics. Demographic studies using data from the 1980 Census indicate that San Antonio continues to be a community of striking contrasts. The fast-growing 1800, 1900, and 1200 census tract sections, all located north of a midline through the central city, are characterized by large numbers of college-educated citizens, many of whom work in management and professional positions. The average household income is well above the county median, and the areas are predominantly populated by Anglos. By contrast, the 1500, 1600, and 1700 census tract sections, extending to the south, southwest, and west from downtown, are predominantly Hispanic, with a high proportion of high school non-completers, large numbers of laborers, skilled workers, and service employees, and incomes well below the county median. To the east and southeast, census tract sections 1300 and 1400 (surrounding and served by St. Philip's College) share many of the same characteristics. The city's Black population tends to be concentrated in those areas.

The diversity of the educational needs which are associated with these demographic concentrations is reflected in comparisons of educational attainment. For example, persons age 25 and over who have completed only an elementary school education comprise 37-44% of the population in the census tracts sections of the southwest quadrant and 6-16% in the northern areas. On the other hand, the proportion of persons with at least a high school education is 37-49% in the southwest and 73-86% in the north.

Economic Development. In recent years, economic development has become a primary focus of collaborative community effort in San Antonio, with the objective of diversifying the city's economy, upgrading the occupational structure, and raising income levels. The "recruitment" of high technology industry is central to the strategy; but support for the traditional cornerstones of the economy -- tourism, hospitality, and the military -- remains critically important. Recognition is also given to the increasing impact of the South Texas Medical Center and to the development of international trade, especially with Mexico and other neighbors to the south.

Social Issues and Quality of Life. While San Antonio is a vibrant and growing city, it is still characterized by widespread poverty and its partner in circular relationship, undereducation. The struggle to combat those phenomena is inextricably tied to the efforts for economic development. Two conclusions derived from published discussions about San Antonio's economic development were offered in an earlier position paper:

> The first is that economic growth and health are widely understood to be an important prerequisite for improved quality of life. That is, careful planning for economic development will produce the industry, the jobs and the tax base which are essential to the support of education, vital human services, and cultural amenities. The second and parallel conclusion is that education (including training, research, and development) plays an absolutely critical role in supporting and enhancing positive growth. Industrial expansion, full employment in highly-skilled jobs, increases in personal income levels, and adult literacy, for example, are all tied to the capacity of local educational institutions to provide career preparation and development, job skill training and upgrading, and opportunities for competency-building in reading, writing, computing, thinking, and problem-solving.

ALAMO COMMUNITY COLLEGE DISTRICT

Students and Faculty. During each regular semester, the credit class enrollments at San Antonio College and St. Philip's College represent almost three percent (3%) of the total population of Bexar County. In addition, more than 20,000 citizens participate each year in non-credit classes offered through Continuing Education. More than nine thousand (33%) of the District's students are individuals residing outside the District's boundaries, yet within Bexar County, representing a 27% increase in out-of-District students from 1976 to 1982. During the same period, in-District enrollments declined by almost fourteen percent (14%). Enrollment by students from the northwest and northeast quadrants of Bexar County increased substantially, with proportional decreases in enrollment from the southwest and southeast.

In many respects, the ACCD students are a microcosm of the community, with nearly equal numbers of males and females, ages ranging from 16 to 73, and major representation of each of the city's three predominant racial/ethnic groups. (Matters of some concern are the slight underrepresentation of the Hispanic population District-wide and the relatively small number of females at St. Philip's College.)

Students majoring in the arts and sciences still outnumber those in the occupational and technical programs. During the past few years, however, enrollments in "OCC/TECH" have increased sharply, during a period of slight overall enrollment decline. That phenomenon is reflective of students' stated objectives, which are increasingly focused on career- and job-related education. The large numbers of "undecided" majors and of students who have already completed more than sixty (60) credit hours are indicative of the fact that ACCD's "lifelong learners" are pursuing diverse goals, only one of which is the associate degree.

The students are served by a stable, diverse, and highly-experienced faculty. Taken together, the high tenure ratio and relative youth of the faculty create certain challenges for the future, including the maintenance and improvement of salaries, faculty renewal, and the appropriate allocation of faculty members to serve areas of high student and community demand.

Programs. The ACCD's colleges offer an extensive array of instructional programs spanning the liberal arts and sciences, the occupational and technical fields, developmental and remedial studies, and continuing education. Through ongoing studies of student educational intent and labor market demands, continuous efforts are made to expand and/or develop programs congruent with community need. Recent gains in occupational and technical enrollments are indicative of the increasing need for employment-related training and for educational support of high technology industry. The current development of a High Technology High School at San Antonio College is in direct response to a request from the community for administrative services and instructional support. Fast-growing programs in data processing and new offerings in electronics and pre-engineering are also responsive to the "high-tech" trend. The popularity of the hotel, restaurant, and club management programs at St. Philip's College and the health careers programs at both colleges is directly tied to the importance of the hospitality and health care industries in the San Antonio economy. Other examples of community/community college synergism abound.

Space and Facilities. Over the past decade, a lack of attention to the physical plant needs of the District has resulted in the imperative, during the current fiscal year, for a major commitment to capital improvement, safety projects, and facility maintenance. More than $2 million has been transferred from reserves to support those efforts.

The Alamo Community College District has the lowest number of assignable square feet of space per student of any community college district in Texas and almost fifty percent (50%) less than the statewide average. That fact is a matter of serious concern at a time when both colleges are serving near-capacity enrollments and when certain high-demand programs are being forced to turn away students. Efforts to deal with the problem include the planned move of District offices from the SAC campus to a new location, the internal reallocation of existing space, and attempts to promote classes scheduled during "nontraditional" time periods. Unfortunately, those measures can have only a limited impact on the District's capacity to address the unmet educational needs of the community.

Finance. For 1982-83, the ACCD's total general fund budget (including auxiliary enterprises) is just over $52 million. With the addition of $5.6 million in federal funds and $2.3 million in capital improvement projects, the total projected expenditures are nearly $60 million.

The cumulative effect of an historic lack of precision in the ACCD's budgeting practices has been the transfer at year-end of large amounts of surplus funds into reserves. That practice has produced at least two serious consequences: (1) a precipitous decline in ACCD faculty salary levels, relative to other Texas community college districts; and (2) a heavy dependence on earned interest from reserves as a source of revenue for the District. For the current fiscal year, in fact, interest income accounts for a greater proportion of the District's total Educational and General revenues (5.5%) than do local property taxes (4.4%).

During 1982-83, the Board of Trustees has approved major expenditures for capital equipment ($1.3 million), capital projects ($2.3 million), and construction of new District offices ($3 million), all of which are to be financed by monies transferred from the fund balances. In light of those needed commitments, and considering the realistic limits on the proportion of revenues which may be expected from state appropriations, the District is seeking to establish reasonable strategic "targets" for the proportional contribution of income from each of its major revenue sources.

When compared to Texas community college districts of similar age and/or size, the Alamo Community College District has by far the lowest percentage of income attributable to local taxes (5.3% in 1980-81, compared to 16% for Tarrant County and 21% for the Dallas County district). The low proportion, decreasing further each year, has resulted from two factors: (1) thirty-eight (38) years without a tax increase and (2) the fact that many of the fastest-growing areas of Bexar County are not encompassed within the existing geographical boundaries of the District.

Part 2

IMPLICATIONS FOR THE ALAMO COMMUNITY COLLEGE DISTRICT

With the following pages comes a shift toward thinking "in the future tense," as the discussion focuses on the challenges which will confront the Alamo Community District over the next five to ten years. Underlying the discussion are three major "cornerstones:" (1) the data (summarized above) which characterize the present status of the college District and the educational needs of its community; (2) the District's statements of Philosophy, Mission, and Goals; and (3) the emergent vision of the Community Advisory Council, the Board of Trustees, and the ACCD's professional educators regarding the future form and directions of the District. A key task in the discussion is the identification of "discrepancy needs;" that is, what are the factors which affect the District's ability to move forward from the present to the future, from "where we are" to "where we want to be?"

HUMAN RESOURCES

Available data on anticipated population growth and the ACCD's historic enrollment rate in Bexar County indicate that the ACCD must prepare to serve an additional five thousand (5,000) students by 1990, even if nothing is done to promote changes or expand boundaries. Appropriate program development, marketing, special services for the disadvantaged, availability of financial aid, and accessibility of adequate campus facilities will greatly increase that number.

Demographic comparisons of the ACCD student body to the county as a whole reveal a clear need to increase the proportion of Hispanic students and to renew and strengthen the District's efforts to serve the predominantly Hispanic population in the county's southwest quadrant. In that area (comprised of census tract sections 1500, 1600, and 1700), generally low levels of educational participation and attainment are linked to a low-wage occupational structure and, consequently, to income levels as much as twenty-three percent (23%) below the Bexar County median. At the same time, the southwest quadrant included in 1980 more than forty percent (40%) of the county's 16- to 21-year-olds, the traditional "college-age" group.

Unmet educational needs in the 1300 and 1400 census tract sections should be prime targets for the programs and services of St. Philip's College, which is located in their midst. Not to be ignored, of course, is the fast-growing population of educationally-motivated students residing in the northern sections of the county. Throughout the service area, emphasis should be given to programs and services suitable to the needs of part-time students and those older than the traditional "college age." In sum, accessibility to educational opportunity should be a guiding principle for the District's development efforts.

In order to serve this diverse population of students and the changing needs of the community, the District must plan strategically for the development and renewal of its faculty, for retraining and reallocation of faculty resources as necessary, and for improvement of faculty and staff salaries relative to those paid in comparable institutions or positions. These measures are essential to the maintenance of quality in educational programs and services.

PROGRAM DIRECTIONS

Two related concerns form the context for the ACCD's strategic decisions regarding the future development and/or expansion of instructional programs. First, based on community need, student demand, and priorities expressed by the Community Advisory Council, there is a clear imperative for development and expansion of occupational and technical education, with its special focus on career preparation and employment-related training. At the same time, however, care must be exercised to maintain a balanced curriculum, with a continuing commitment to high quality programs in the liberal arts and sciences and a strengthened effort to respond to the needs of academically underprepared students. Within the context of that concern for balance, it is possible to identify five major focal points for program development responsive to community needs.

High Technology. There exists a clear need for expansion and development of instructional programs in support of San Antonio's growing emphasis on high technology industry. The need cuts across the curricula of the colleges, including most particularly the sciences, mathematics, and the computer technologies, but also involving English (technical and research writing), philosophy (logic and ethics), and many of the technical areas. The continuing development of the High Technology High School will be an important activity at San Antonio College; and both colleges should devote efforts to the design of interdisciplinary or parallel programs which link the traditional arts and sciences to the new technologies.

Developmental Education. Widespread illiteracy, undereducation, and limited English proficiency are among the most profound challenges faced by San Antonio's educational institutions at every level. But the community colleges are uniquely qualified — and therefore especially obligated -- to respond aggressively to the challenge. A comprehensive and well-coordinated program of developmental studies, including adult basic education, G.E.D. preparation, remedial opportunities, and English as a Second Language, must be a high priority for the Alamo Community College District.

Health Careers. Developing in tandem with the "high tech" phenomenon is a new emphasis on "high touch" fields, with health care among them. The growth of the South Texas Medical Center and related industries operationalize that emphasis in San Antonio, creating a growing market for graduates of the ACCD's health careers programs. In addition to the need to support and strengthen those programs, there are preliminary indications (based on informal discussions with the Board and staff of the South Texas Medical Center Foundation) of potential for a health professions high school which would be conceptually similar to the High Technology High School, currently scheduled to begin classes in September, 1983, on the San Antonio College campus.

Hospitality Management. San Antonio's hospitality industry, built around the city's long-standing attractiveness as a major destination for tourists, has experienced a significant expansion with recent additions of major hotel and restaurant facilities. With its hospitality management programs at St. Philip's College (including hotel, restaurant, and club management as well as chef apprenticeship training), the ACCD is in a good position to prepare the needed employees for that industry. To meet the need fully, however, a long-term commitment of space and other resources will be required.

Educational Needs of the Military. There is a growing demand for skilled young people to meet military needs in the future. Because of the ACCD's location in the midst of one of the largest military complexes in the country, there exists also a significant opportunity for the development of partnerships in education and training efforts. The sheet metal apprenticeship training program at the Southwest Center, operated in cooperation with Kelly Air Force Base, and the data processing courses offered at Randolph Air Force Base are but two examples of the potential which exists.

SPACE/FACILITIES

Existing Campuses. The full and effective utilization of existing facilities at San Antonio College and St. Philip's College will require a dual approach. First, dollars must be invested in the continuous maintenance, upgrading, and beautification of the campuses. Second, effort must be devoted to the appropriate allocation and scheduling of available space, guided by student need. Despite that effort, however, any major increase in service would require the creation of new space.

For fiscal year 1982-83 a major commitment was made to remodeling and esthetic improvement of the Southwest Center facility. The nature of future development must be determined by forthcoming decisions regarding the Center's role and scope.

Additional Campuses. The near-capacity enrollments at San Antonio College and St. Philip's College, coupled with the growth and the educational needs of Bexar County, bring the Alamo Community College District to a point of momentous decision. Given that a major function of the District is to provide accessible educational opportunity to its constituents, then the addition of a new college or colleges will be a critical element in the strategic plan. Certainly by now the facts almost speak for themselves: a minimum of five thousand additional students anticipated by the end of the decade; constraints even now on the ability to serve students in high-demand programs; an underserved Southwest quadrant with pressing educational needs; a rapidly-growing college-bound population in the northern sectors of the county; and a community-wide recognition of the importance of educational support for economic development.

FINANCE

As the community college District looks toward the future, it must formulate a sound financial strategy. based on good management practice and the best available data. This discussion is primarily concerned with four components of that strategy: (1) policy positions regarding the proportional contributions from various major revenue sources to the total Educational and General budget; (2) policy positions on salaries for faculty and staff; (3) increased efficiency in the use of limited fiscal resources; and (4) expansion of the District's tax base.

Policy Positions on Proportional Contributions of Revenue. Given the opportunity to respond to a set of proposed financial policy positions, the Community Advisory Council has agreed in principle that the District should, as part of its long-range plan, establish general targets for the proportional contribution of income from its major revenue sources. Those target percentages should guide strategic decisionmaking, but they should not be rigidly enforced. Rather, an annual re-evaluation, based on current information, should be used to establish or update objectives for each successive fiscal year. The following guidelines should be interpreted in the context of that general intent.

* State appropriations are likely to contribute approximately seventy (70%) of the ACCD's total annual E&G revenues.

* Federal funds will provide a relatively small proportion of revenue and should be used to enhance the quality of programs and services rather than to support necessary and ongoing operations of the District.

* Unencumbered reserves should be maintained at a level equal to ten percent (10%) of E&G expenditures for each year, an amount sufficient to cover one month's expenses during a regular semester.

* Earned interest on fund balances, grants, and other income should be applied insofar as possible to enhance the quality of programs and services and/or to control educational costs to students.

* Given the policy positions already stated, and in light of the pressing educational needs of the community, there exists a clear need to increase the proportion of revenue contributed by local taxes. Through a combined approach, involving expansion of the tax base as well as judicious increases in the tax rate, the District should move toward a position where approximately fifteen percent (15%) of E&G revenues are contributed by local ad valorem taxes.

* In a community college system which attempts to serve large numbers of economically disadvantaged students, and at a time when federal financial aid is on the decline, the District should seek to remain financially accessible. Income from student tuition and fees should therefore be maintained at a level near fifteen percent (15%) of annual E&G revenues. Major increases should occur only if other efforts to increase local revenues are unsuccessful. Maximal development and distribution of financial aid will help to ease the burden on students.

Policy Positions on Salaries for Faculty and Staff. Heartily endorsed by the Community Advisory Council was the objective of improving salaries for ACCD faculty and staff. Specifically, the following policy positions were affirmed:

* Faculty salaries should be ranked among the top ten of the forty-seven (47) community college districts in Texas.

* Staff salaries should be equivalent to the paid average in the labor market for comparable positions.

Improved Efficiency. The word efficiency is sometimes thought to be antithetical to concerns about quality in higher education. When limited resources are a constant reality, however, it is imperative that discussions about development and expansion be accompanied by efforts to assure the wisest possible use of public dollars. In the case of the community college District, both efficiency and effectiveness should be enhanced by efforts to grapple with issues including faculty-student ratios, faculty workloads, uses of part-time and temporary personnel, precision in budgeting, and the appropriate allocation and reallocation of existing resources.

Expansion of the Tax Base. All available indicators of growth activity in Bexar County and of enrollment trends for the ACCD point to the fact that the District will continue to serve rapidly increasing numbers of county residents who live outside the existing geographical boundaries of the District. That fact produces two major consequences. First, the District is geographically constrained in its ability to fulfill its mission by providing accessible and relevant programs and services to citizens throughout its service area. And second, the District is financially constrained by the limited growth in its present tax base, as constrasted with major growth in areas of the county which lie beyond the current taxing jurisdiction. In short, the District presently encompasses only sixty-six percent (66%) of the population of Bexar County and only fifty-two percent (52%) of the County's tax base.

By expanding its boundaries, either to the San Antonio city limits or to the Bexar County line, the District would achieve a 52% increase or a 93% increase (respectively) in its revenue from local taxes, even at the current tax rate ($.05 per $100 valuation). Even considering the revenue lost from the "out-of-District" fees currently assessed, the net gain in revenue would be substantial (e.g., a net gain of $1.38 million with County-wide expansion). In light of the other strategic directions outlined earlier, it is obvious that boundary expansion must be a critical element in the Alamo Community College District's plans for the future.

SUMMARY

Throughout the discussions of the present status and future directions of the community college District, several pervasive issues have been given recurrent emphasis. First, a major outcome of the deliberations of the Community Advisory Council has been a strong endorsement of the philosophy and mission of the "comprehensive community college." That endorsement is implicit in the Council's affirmation of the need for (1) a community-wide perspective; (2) credit and noncredit program offerings which span the occupational and technical fields, the liberal arts and sciences, and developmental studies; and (3) services which address the needs of "nontraditional" as well as "traditional" college students.

A second emphasis has been on two key words as necessary and desirable descriptors of community college education: accessibility (geographic, economic, and academic) and flexibility in responding to student and community needs. Finally, the concern perhaps most frequently expressed has been for the enhancement of quality during a period of anticipated growth. The maintenance and development of existing campuses, the support and improvement of current programs, and the pressing need to deal proactively with the impact of technology on both programs and personnel are important and related issues. Those concerns must be balanced with the emerging mandate to expand facilities and programs in areas which are currently underserved. It is only by striking that thougntful balance that the Alamo Community College District can fully succeed in its mission to provide "opportunity with excellence."

Part 3

STRATEGIC RECOMMENDATIONS

The Alamo Community College District's strategic planning process has fostered the delineation of a number of "discrepancy needs" which must be addressed as the District determines to anticipate and shape its future. The ability of the District to respond to those needs ultimately depends on strategic decisions pertaining to the maintenance, allocation, and expansion of its human, physical, and financial resources. Guided by those three general concerns, the discussion which follows will set forth a series of strategic steps which have been endorsed by the ACCD Master Plan Community Advisory Council and the District's Board of Trustees.

MAINTENANCE OF EXISTING RESOURCES

An inventory of the ACCD's major resources must certainly include its students, its faculty and staff, and its existing campus facilities. Plans for the future must include efforts to support and develop those resources. Toward that end, the following steps are endorsed as elements in the District's strategic plan.

Student Services. Attention should be given to improvement of counseling, maximal development and distribution of financial aid, and support services for educationally underprepared students.

Faculty and Staff. The Board of Trustees should pursue its multi-year commitment to bring ACCD faculty salaries to a level which places them among the top ten of the forty-seven (47) community college districts in Texas. Salary schedules for classified, professional, and administrative staff should be regularly studied in comparison to the paid averages in the labor market for similar positions; and timely steps should be taken to rectify discrepancies. In addition, the administration should be asked to implement a relevant and well-focused program for faculty and staff development, with major input by affected groups and with objectives targeting the areas of greatest need.

Programs. Regular program evaluation and/or task force studies should identify needs for program maintenance, improvement. expansion or deletion. The process of updating curricula, equipment, laboratories, and instructional delivery systems should become an increasingly integral part of institutional planning and operational routine.

Campus Facilities. Immediate steps should be taken to create long-range master plans for the San Antonio College and St. Philip's College campuses, paving the way for the full development and use of those facilities. The plans should address the need for esthetic improvements, future requirements for parking, and the feasibility of creating new classroom and office space. A sound program for preventive maintenance is a clear necessity.

The future role and scope of the Southwest Center will be profoundly affected by decisions regarding the need for and location of a potential new college or colleges. In any event -- whether the SWC is to be a full-service college or an extension facility for the other colleges — a long-range plan should be developed.

REALLOCATION OF RESOURCES

The guiding purpose of resource reallocation is to shift personnel, space assignment, and budget dollars to the areas of greatest student and community need. Identified through the planning process were five general program directions which should be given emphasis: (1) high technology; (2) developmental education; (3) health careers; (4) hospitality management; and (5) educational partnerships with the military.

With the proper use of an annual planning process, with increased efficiency in the expenditure of resources, and with the flexibility gained through employee attrition, reallocation should occur without disruption and without violating the objective of maintaining a balanced and comprehensive curriculum. An annual reassessment of resource needs will help to insure that balance.

EXPANSION OF RESOURCES

The ACCD's principal opportunities for resource expansion lie in (1) an increase in the local property tax base; (2) an increase in the tax rate; and (3) upgrading existing campuses and developing new ones. Strategic directions pertaining to each of those possibilities are described below.

Boundary Expansion. Immediate action should be taken to increase the tax base of the ACCD through expansion of District boundaries. Efforts during the current Texas legislative session should be aimed at passage of measures which would allow the Board of Trustees to call an election regarding annexation of new territory, either to the city limits or to the county line. The consensus of the Community Advisory Council is that students and community would be best served through expansion to the Bexar County line; however, due to concern about dilution of minority voting strength, provisions for county-wide expansion should include election of Trustees from single-member districts.

Local Tax Rate. The administration and the Board of Trustees should develop a sound and judicious plan for increasing the local *ad valorem* tax rate in order to produce revenues needed for improvement of salaries and enhancement of quality in instructional programs. The plan should produce a substantial increase in the proportional contribution of local taxes to total annual income (the general long-range target being 15% of revenues); and it should be reviewed annually. The first phase should be implemented in fiscal year 1983-84. The impact of re-appraisal will need to be assessed and will affect the actual tax rates required to meet these objectives.

Campus Development. The Board of Trustees should move expeditiously to develop plans for a campus to serve the 1500, 1600, and 1700 census tract sections in the southwest quadrant of the city. While the plans should provide for comprehensive educational programs and services, they should take into account the special needs of that area for adult basic education, developmental education, English as a Second Language, and career ladder programs which would serve to upgrade the area's occupational structure and income level. Planning for a bond program and review of potential sites for the facility could commence almost immediately, and classes could begin by Fall, 1985.

If the site selected for the new campus is other than the present location of the Southwest Center, then the Board should anticipate the SWC's continued use as an extension facility for all campuses -- and especially for programs which require the kind of large, open spaces available there. In any event, the location of the Southwest Center should be an important factor in the site selection process.

Any proposed financing program and timeline for campus development should include provisions for implementing the campus master plans for San Antonio College and St. Philip's College. To neglect those needs while giving exclusive attention to new construction would amount to poor stewardship of a major public investment.

Finally, if efforts to expand District boundaries prove successful, the Board of Trustees should initiate planning for a second new campus in the northeast or north central sector of the county. The campus, financed by a second bond program. could be scheduled to open as early as Fall, 1987.

SEQUENCE OF EVENTS

The implementation of this strategic plan will involve the following sequence of events:

* Secure legislation to provide options for boundary expansion to city limits or county line (March-May, 1983).

* Initiate site review and planning for a new southwest campus. To facilitate site evaluation and selection based on demographic indicators, market analysis, and suitability of location, the District should employ a consultant from outside Bexar County (e.g., the University of Texas Bureau of Business Research).

* Develop campus master plans for San Antonio College and St. Philip's College.

* Set the tax rate for 1983-84 at a level to support quality, salary gains, and program expansion (Summer, 1983).

* Plan a bond program to finance new campus construction as well as upgrading of SAC and SPC. The program could involve a general obligation bond election, the structuring of a revenue bond issue, or both.

* Schedule an election on expansion of boundaries (April, 1984).

* If boundaries are expanded and the preceding sequence of events occurs as projected above, initiate planning for a second new campus (northside) and a second bond program.

* If boundaries are not expanded, schedule an increase in out-of-District fees for Fall, 1984.

* Open southwest campus in Fall, 1985.

* If boundaries are expanded to Bexar County line, schedule an election for Trustees from single-member districts (April, 1986).

* Open northside campus in Fall, 1987.

* If boundaries are expanded to city limits, then Trustees must be elected from single-member districts following the 1990 Census, in accord with State law.

The Alamo Community College District has a strong history of successes in serving the educational needs of San Antonio. The District now stands at a critical juncture with respect to its future growth, its commitment to high quality education, and its role in community efforts toward economic development and enhancement of the quality of life. Given strategic direction, determination, and community support, the District can provide both excellence and access in its "opportunity colleges" -- in and for San Antonio.

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